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ABSTRACT

Originally funded under the Vocational Education Act of 1963 and subsequently under Part C of the 1968 Amendments, the Maryland Research Coordinating Unit (RCU) started operation in January 1969 by recruiting a staff and securing the necessary equipment. Once these needs were satisfied the major activities of the staff evolved around (1) state plan development, (2) the design of data and information collection instruments to facilitate planning, evaluation, and reporting, (3) the design of an evaluation system, (4) work preliminary to the design of research in health occupations and industrial arts, and (5) research associated with the applied mathematics curriculum development. Future activities include recommended research in the areas of occupational programs, organization and administration of programs, and regional or state-wide evaluation studies. (Author/JS)

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FINAL REPORT

PROJECT NUMBER: 9-0196
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INITIAL SUPPORT FOR ESTABLISHING A MARYLAND RESEARCH COORDINATING UNIT

AUGUST, 1970

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
BUREAU OF RESEARCH

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FINAL REPORT

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INITIAL SUPPORT FOR ESTABLISHING A MARYLAND RESEARCH COORDINATING UNIT

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MARYLAND STATE DEPARTMENT OF EDUCATION
BALTIMORE, MARYLAND 21201

AUGUST, 1970

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I. INTRODUCTION

The Maryland Research Coordination Unit for Vocational - Technical Education was approved and funded in March, 1969 under the provisions of the Vocational Education Act of 1963, P.L. 88 - 210, Section 4 (c). The initial grant period requested and approved was for six months, 01/01/69 to 06/30/69. Due to the fact that the grant award occurred three-quarters of the way through the school year, the RCU encountered many constraints in staffing and initiating activities related to its goals. For this reason an extension to the grant period was requested and approved through 11/30/69. During this period of time, the provisions of the Vocational Education Amendments of 1968, P.L. 90 - 576, were implemented with the effect that the intial grant to the Maryland RCU was also the final grant. The new Unit, however, will continue to operate under the provisions of Part C of the new legislation.

The Maryland RCU was sponsored by the Maryland State Department of Education and organizationally located in the Division of Research and Development. Lines of authority and support extend to the Division of Vocational - Technical Education. The purposes, goals and activities of the Unit are cooperatively established and reviewed by the two Divisions. The general goals of the Unit were as follows:

1. Identify and study relevant educational issues or problems;

2. Compile, analyze and project demographic, employment opportunity and financial data;

3. Promote and participate in the periodic and regular evaluation and follow-up of all programs;

4. Stimulate, encourage, and cooperate with State colleges and universities, local school districts and nonprofit organizations in the design and implementation of research and development activities;

5. Promote, monitor or conduct appropriate occupational education research and development projects;

6. Maintain liaison with and assist in the coordination of occupational education research and development activities engaged in by persons or organizations within and outside the State;

7. Identify resources available for the design and implementation of vocational - technical education research and development activities -- personnel, funding and settings;

8. Establish and maintain a research reference library and through interface with ERIC and other sources, disseminate research related findings and information;

9. Render consultant and leadership services in planning and conducting seminars, workshops and institutes; and

10. Stimulate, encourage and conduct programs which will result in increased interest and improved competence in research.

During the initial grant period, the RCU was primarily involved in activities related to State Plan Development, the design of data and information collection instruments to facilitate planning, evaluation, and reporting, the design of an evaluation system for vocational - technical education in the State, work preliminary to the design of research in health occupations and industrial arts, and research associated with the development of a curriculum unit in applied mathematics. Each of these efforts is explained in greater detail in the section on Major Activities and Accomplishments.

II. MAJOR ACTIVITIES AND ACCOMPLISHMENTS

Following the introductory section below on the staffing and equipping of the RCU, the activities and accomplishments of the Unit are described under each of several major functions established during the development of the FY1970 Maryland State Plan for Vocational - Technical Education. The development of that plan was one of the first activities in which the RCU was involved.

A. Staff and Equip the Research Coordinating Unit.

The Proposal submitted to the USOE called for the employment of an RCU Director, a Supervisor of Evaluation, a secretary and a report typist. Upon receipt of the Grant Award, the Director position was filled by a person previously employed as a Supervisor of Planning and Evaluation in the Division of Vocational - Technical Education. In that the grant occurred three-quarters of the way through a school year, however, personnel to fill the other positions were not available. Permission was requested and granted from the USOE to employ a Supervisor of Evaluation as a consultant until such time as he would be available full-time. The Supervisor joined the RCU Staff, full-time, in September 1969. The services of clerical personnel were engaged through an office services agency upon receipt of the grant. Those services were terminated when full-time personnel became available in September 1969. Full staffing, therefore, did not occur until six months after the notification of the grant award.

The equipment purchased in part with federal funds received, following the awarding of the grant, consisted of typical office furniture including such items as desks, chairs, files, tables, bookcases and typewriters. Other

items of purchase included a paper-cutter and label maker. No other major items were acquired.

B. Contribute to the achievement of the goals and objectives of vocational education through the identification and study of relevant educational needs, issues and problems.

During the first three months following grant notification, the single RCU staff member devoted primary attention to duties assigned in connection with the writing of the first State Plan for Vocational - Technical Education under the Amendments of 1968. Those duties included the responsibility for collecting and analyzing the data and information required under Part II of the Plan, the long-range planning section, as well as the writing involved. In the conduct of this activity, a committee was formed consisting of personnel from the State Departments of Education, Planning, Employment Security, and Economic Development as well as personnel representing both the public secondary schools and the post-secondary schools. In-put to the activity was also obtained from the Maryland Council on Higher Education and the State Department of Health and Mental Hygiene.

As data and information were collected, liaison was established with State program personnel in vocational education, and many conferences were held to formulate objectives for the period FY1970 - FY1974. Each established objective was accompanied by an estimate of cost which was incorporated into the total plan.

In addition to the overall responsibility for the long-range section of the State Plan, the RCU was responsible for those sections of Part I, Administration, and Part III, Short-range Plan, related to research and evaluation. Substantial contributions were also made to the portions of the State Plan having to do with exemplary programs. In connection with

this letter, the RCU developed guidelines for use by local education agencies in their application for funds for research, pilot, demonstration, or exemplary programs.

As a culminating activity in State Plan development, the RCU cooperated with the Division of Vocational - Technical Education in the design of long-range planning guidelines for use by the local agencies and the post-secondary schools. The guides developed included forms for reporting projected student enrollment, program characterists, budgets, and all other needs by individual school and the local agency.

Following the preparation of the State Plan, the RCU planned and coordinated a two-day conference at which the various aspects and provisions of the plan were presented and discussed. The conference was attended by over 200 representatives of the local public schools, and several private schools. A review of the procedures and application forms developed by the RCU to guide local annual program planning and budgeting was a high-light of the conference.

Although the involvement in State Plan development during this period was considered to be much broader than appropriate as an annual activity of the RCU, and broader than that called for by the statements of RCU function written for inclusion in that Plan, the experience contributed significantly to the delineation of activities which the RCU could and should undertake.

C. Compile, analyze, evaluate, and project demographic, student, employment and financial data to assist local and State agencies and institutions with the identification of vocational education program planning and budgeting alternatives.

1. Student-Teacher Data Systems

Activities under this function were initiated in July 1969 and

continued throughout the grant period. Initial attention was devoted to the development of a student-teacher data system which would provide program planners and evaluators with compilations of data relative to student and teacher characteristics by school and type of vocational - technical program. The system designed utilized a mark-sensitive form from which bits of data could be stored on magnetic tape, compiled by computer, and arrayed on print-out paper in the format desired. Particular attention was devoted during the design stage to insure that the product produced would also satisfy all known federal reporting requirements.

Following the preliminary work on the system by the RCU, the final design was completed through arrangements with one of the community colleges of the State. That college contracted with a commercial data system consultant for portions of the work required. Copies of the final system input instruments are appended to this report.

2. Follow-up Study

The RCU was responsible for chairing and guiding the work of the State Committee on a Follow-up Study of High School Graduates. The deep involvement of the RCU in this study of all graduates, vocational and non-vocational, resulted from the decision that a full evaluation of the impact of vocational - technical education at the secondary level required, among other factors, knowledge of the post high school employment and educational plans and status of all students. It was also recognized that the validity of any follow-up data collected would be greater if obtained through a single study.

Under the leadership of the RCU, the State Committee identified many data elements which they considered would provide program planning and evaluation personnel with information on both post high school placement

and student concept of preparation in several areas. Following selection of the data elements, the RCU personnel drafted a mark-sensitive data collection instrument for consideration by the committee. After several revisions, the final instrument was printed for use with all 1970 June graduates from the public and nonpublic high schools in the State. A copy of the final instrument is appended to this report. As with the Student-Teacher Data System, care was exercised to insure that the data collected would satisfy all known federal data requirements.

3. Program Codes

In conjunction with the Student-Teacher Data System and the Follow-up Study, the RCU excerpted from the USOE State Education Records and Report Series Handbook VI a dix-digit program code and description of occupational programs. The descriptions were distributed to each local agency as a guide to standard terminology. The six-digit code will be used by all students and teachers in completing their individual record forms and will provide one basis for the compilation and analysis of data. A less inclusive list of occupations and related codes for distribution with the follow-up study, was also developed. This second list will be used by all graduates whether or not they were enrolled in a vocational program in high school.

4. Survey of Construction Plans

To assist in the projection of needed funds to support the construction, expansion, or updating of facilities for vocational - technical education, the RCU designed an instrument for and conducted a study of local agency plans in this area of activity. The information collected will provide fiscal authorities with an estimate of planned expenditures for the period through FY1975. A copy of the instrument is appended to this report.

D. Promote and participate in the periodic and regular evaluation of all programs, activities, and services, local and State, which are of concern to vocational education.

1. Regional Evaluation Committees

The Maryland State Plan provides for the formation of a State Steering Committee and for four regional evaluation committees to develop recommendations for and actively participate in the regular and periodic evaluation of all vocational - technical education programs, activities and services. The RCU is responsible for the coordination of the evaluation effort and for the development of the evaluation instruments, techniques, and procedures recommended by the committees.

At the close of the grant period, the RCU had developed guidelines for the formation and conduct of the evaluation committees and had recommended to the State Director, as appointing authority, the appointment of individuals broadly representative of the student body, the community, and the education profession. Consultation with the Planning Committee of the Division of Vocational - Technical Education facilitated the identification of appropriate members for the State Steering Committee.

2. Study of Licensed Practical Nurse Programs

An evaluation study of the licensed practical nurse programs in the public schools of Maryland was requested in June 1969 by the Specialist in Health Occupations. Most of the preliminary literature survey and research design work on the study was completed during the grant period. The study will involve four high school programs and the cooperating hospitals as well as four Licensed Practical Nurse programs not associated with the public schools. Data will be gathered from teachers, school records, graduates and employers to permit the study of congruence between vocational preparation and on-the-job expectation and performance.

E. Stimulate, encourage, and cooperate with all appropriate agencies and institutions in the design and implementation of research and development activities relative to the enhancement or expansion of vocational education programs, activities, and services including the coordination of those under Parts C and D of P1 90-576.

Copies of all proposals from local agencies for the grant of funds under the research and exemplary program parts of P1 90-576 were transmitted to the RCU from the Division of Vocational - Technical Education in early October 1969. In accord with the provisions of the State Plan, the RCU called and participated in meetings of the Research and Exemplary Program Review Committee which studied all proposals in the light of previously established criteria and priorities, and submitted recommendations for funding to the State Director.

F. Promote and monitor, as appropriate, occupational education research, development, and exemplary projects supported by federal, State, local, or private organization funds.

In July 1969, the RCU was approached by the Chairman of the Department of Psychology at the University of Maryland and requested to provide assistance in the identification of subjects for a research project entitled "The Use of Learning Measures to Assess the Potential of Disadvantaged Subjects." Contacts were made with vocational education and research personnel in Baltimore City, Montgomery County, and Prince George's County requesting them to consider the proposal. Subsequently, meetings were held in each locality, and the research proposal was presented.

The RCU supported this research through the arrangement of the initial meetings. A formal proposal was then submitted by the sponsoring group to the local agencies involved and the RCU was requested by those agencies to review the proposal and make recommendations. At the close of the

grant period, decisions had not been made by the local agencies on whether or not to support the research.

G. Maintain liaison with and assist in the coordination of research and development activities within and outside the State pursued by others but having implications for vocational education.

1. Under the leadership of the local supervisor of mathematics, selected mathematics teachers in Baltimore County wrote an extensive curriculum unit in applied mathematics, designed primarily for vocational students in grades 9 and 10. It is intended that this unit will eventually be used throughout the State of Maryland public schools, in answer to a clearly recognized need. In order to provide a rationale for such general use, it was necessary to determine both the effectiveness and the generalizability of the curriculum unit.

The research associated with this program was funded under the provisions of the State Quality Improvement Project administered by the Research and Evaluation Section of the Division of Planning, Research, and Evaluation. At the request of QIP administrator, the RCU provided consultation and research design support. The main features of that support were as follows:

a. Organization and preparation for pilot utilization of the unit by selected teachers in Baltimore, Anne Arundel, Queen Anne's, and Garrett Counties.

b. Construction and administration of instruments designed to obtain student and teacher data with respect to achievement, antecedent conditions, and psychological variables.

c. The collection, analysis, and report of the results.

2. The RCU was requested to participate in a charrette sponsored by Garrett County. The charrette was designed as a vehicle for the collective involvement of students, parents, teachers, and professionals with the

needs and aspirations of public education in Garrett County.

Utilizing concepts and techniques in group-dynamics, a thorough assessment of these needs was achieved. Recommendations for immediate, short term, and long-range implementation were generated by the several committees.

The RCU was instrumental in providing solutions to problems experienced by general and vocational students in the areas of science, mathematics, language, social studies, and health.

3. Several questionnaires were completed for research agencies in other states. These included a study of program and institutional accreditation, North Carolina; a study of state and local vocational education planning, National Planning Association; and a study of T & I teacher competency, New Jersey.

4. At the close of the grant period, the RCU was involved in the study and design of three other projects which promised to have implications for vocational - technical education in the State. The three projects were a Profile Study of Industrial Arts, a study of the middle school movement by a State committee, and a program sponsored by the three Appalachian counties concerned with developing teacher concepts of the world of work.

H. Identify resources available for the design and implementation of vocational education research and development activities -- personnel, funding and settings.

Activities relative to this function were described under items F and G above.

I. Serve as a clearing house for all vocational education research conducted in the State. Establish and maintain a research reference library; and through interface with the ERIC system and others, participate in the diffusion of research and program findings, conclusions, and recommendations.

Throughout the grant period, a collection of vocational education research documents produced by other states and by the ERIC system was being established. At the close of the grant, immediate plans included the adoption of a cataloging system and the periodic dissemination of a bibliography. Initiation of research reference services was considered contingent upon the availability of staff and funds.

J. Render leadership and consultant services in planning and conducting educational programs, seminars, workshops, and institutes to disseminate and apply research-based recommendations for the improvement of instruction and programs of concern to vocational education.

There were no requests for service of this nature. The press of other duties did not permit the RCU to initiate activities under this function.

K. Stimulate, encourage, and conduct programs which will result in increased interest and improved competence in research such as the preservice and inservice preparation of research personnel.

The response provided under Function J would be equally applicable here. The two functions are intricately related. The following proposal was submitted to the State Director just prior to the end of the grant period:

> It is recommended that the RCU be authorized to design and offer a three-day conference on vocational education program planning in each of four regions of the State. The prime focus of each conference would be : (1) research to evaluate current status and identify program development needs, (2) the use of research literature as a resource in designing new programs, (3) the specification of administrative objectives, and (4) the preparation of research andexemplary program proposals.

Acceptance of this recommendation would enable the RCU to initiate activities under Functions J and K.

III. CONCLUSION

As the RCU approached the end of its grant, the primary concern and recommendation of the personnel revolved around the initiation of further evaluation studies. It was thought that such studies would be most effective and efficient if organized and administered on a regional or state-wide basis. It was recommended that one or two initial studies be addressed to programs in the occupational fields and that one or two studies be addressed to the organization and administration of vocational education programs. The exact nature of the evaluation studies conducted should emerge from intensive and extensive consultation with the regional evaluation committees and with the State Advisory Council on Vocational - Technical Education.

IV. APPENDICIES

A. Student Data Instrument

B. Teacher Data Instrument

C. Follow-up Study Instrument

D. Survey of Construction Plans

Maryland State Department of Education
VOCATIONAL EDUCATION STUDENT RECORD

1. Print your name

LAST FIRST

2. Print the name of your school

3. Sex ☐ MALE ☐ FEMALE

4. In which of the following groups do you consider yourself? ☐ BLACK ☐ WHITE ☐ OTHER

5. Are you married? ☐ YES ☐ NO

6. Do you have any children? ☐ YES ☐ NO

7. Mark the highest educational level you have completed.

☐ ATTENDED ELEMENTARY
☐ COMPLETED ELEMENTARY
☐ ATTENDED HIGH SCHOOL
☐ COMPLETED HIGH SCHOOL
☐ ATTENDED COLLEGE
☐ COMPLETED ASSOCIATE DEGREE
☐ COMPLETED BACHELOR DEGREE
☐ ADVANCED DEGREE

8. Are you enrolled in a private school? ☐ YES ☐ NO

9. Are you a full time student? ☐ YES ☐ NO

10. Which of the following represents your present employment status?

☐ EMPLOYED FULL TIME
☐ EMPLOYED PART TIME
☐ NOT EMPLOYED

11. If you are presently employed, is your job related to the course in which you are enrolled? ☐ YES ☐ NO

12. Do you expect to complete the program in which you are enrolled this year? ☐ YES ☐ NO

13. Will you be looking for employment this year in a job related to your course? ☐ YES ☐ NO

14. SELECT ONE IN THE GROUP (A,B, or C) WHICH APPLIES TO YOU.

A. Secondary Status

Write and mark your grade in the box at the right. If you are an ungraded student write and mark "99" for your grade.

B. Post Secondary Status

☐ ASSOCIATE DEGREE 1st YEAR
☐ ASSOCIATE DEGREE 2nd YEAR
☐ NON-DEGREE

C. Adult Status

Mark the major reason for taking this course.

☐ TO PREPARE FOR A JOB
☐ TO HELP ON YOUR PRESENT JOB
☐ AS PART OF AN APPRENTICESHIP PROGRAM
☐ OTHER

15. Using the Office of Education list of instructional codes, select the code which identifies the program in which you are enrolled. Write and mark the code in the box at the right.

16. Print the program name.

17. Is this a work experience program? ☐ YES ☐ NO

18. If you are a post secondary or adult level student and you were previously enrolled in a vocational program at the secondary level, write and mark the secondary level program code in the box at the right.

19. Print the program name.

20. Was this a work experience program? ☐ YES ☐ NO

21. Write and mark your age in the box at the right.

22. Write and mark your Social Security Number in the box at the right. If you do not have a Social Security Number write and enter all zeros.

23. Write and mark your school number in the box at the right.

24. Write and mark your zip code in the box at the right.

THIS SECTION IS TO BE COMPLETED BY SCHOOL PERSONNEL

25. ☐A ☐B ☐C ☐D ☐E ☐F ☐G ☐H ☐I ☐J ☐K ☐L

26. ☐ A ☐ B ☐ C ☐ D

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Maryland State Department of Education
VOCATIONAL EDUCATION TEACHER RECORD

1. Print your name.

LAST FIRST

2. Write and mark your age.

3. Write and mark your Social Security Number.

4. Sex

- MALE
- FEMALE

5. In which of the following groups do you consider yourself?

- BLACK
- WHITE
- OTHER

6. What is your employment status at all the levels at which you currently teach?

FULL TIME	PART TIME	
		ELEMENTARY
		SECONDARY
		POST SECONDARY
		ADULT

7. If you teach part time only, are you employed in a job related to the program you teach?

- RELATED EMPLOYMENT
- NON-RELATED EMPLOYMENT
- NOT OTHERWISE EMPLOYED

8. A, B, C, and optional D.

FOR EACH SCHOOL IN WHICH YOU CURRENTLY TEACH, COMPLETE SECTION A, B, AND C. IF THE PROGRAM RECORDED IN SECTION B IS A SPECIAL PROGRAM, MARK ALL TERMS IN SECTION D WHICH APPLY TO THAT PROGRAM. REPEAT THE ABOVE PROCEDURE FOR EACH ADDITIONAL PROGRAM THAT YOU CURRENTLY TEACH.

SCHOOL NUMBER / PROGRAM CODE

EDUCATIONAL LEVELS OF STUDENTS

- ELEMENTARY
- SECONDARY
- POST SECONDARY ASSOCIATE DEGREE
- POST SECONDARY NON DEGREE
- ADULT PREPARATORY
- ADULT SUPPLEMENTARY
- ADULT APPRENTICESHIP
- ADULT OTHER

SPECIAL PROGRAM DESCRIPTION

- RELATED REMEDIAL INSTRUCTION
- COOPERATIVE WORK EXPERIENCE
- EXEMPLARY
- PILOT OR DEMONSTRATIVE
- SPECIAL PROGRAM FOR: DISADVANTAGED STUDENTS
- HANDICAPPED STUDENTS
- PRE-VOCATIONAL INSTRUCTION: GROUP GUIDANCE
- OCCUPATIONAL ORIENTATION
- PRE-POST SECONDARY INSTRUCTION: RELATED SUBJECT
- OCCUPATIONAL PREPARATION

SCHOOL NUMBER / PROGRAM CODE

EDUCATIONAL LEVELS OF STUDENTS

- ELEMENTARY
- SECONDARY
- POST SECONDARY ASSOCIATE DEGREE
- POST SECONDARY NON DEGREE
- ADULT PREPARATORY
- ADULT SUPPLEMENTARY
- ADULT APPRENTICESHIP
- ADULT OTHER

SPECIAL PROGRAM DESCRIPTION

- RELATED REMEDIAL INSTRUCTION
- COOPERATIVE WORK EXPERIENCE
- EXEMPLARY
- PILOT OR DEMONSTRATIVE
- SPECIAL PROGRAM FOR: DISADVANTAGED STUDENTS
- HANDICAPPED STUDENTS
- PRE-VOCATIONAL INSTRUCTION: GROUP GUIDANCE
- OCCUPATIONAL ORIENTATION
- PRE-POST SECONDARY INSTRUCTION: RELATED SUBJECT
- OCCUPATIONAL PREPARATION

SCHOOL NUMBER / PROGRAM CODE

EDUCATIONAL LEVELS OF STUDENTS

- ELEMENTARY
- SECONDARY
- POST SECONDARY ASSOCIATE DEGREE
- POST SECONDARY NON DEGREE
- ADULT PREPARATORY
- ADULT SUPPLEMENTARY
- ADULT APPRENTICESHIP
- ADULT OTHER

SPECIAL PROGRAM DESCRIPTION

- RELATED REMEDIAL INSTRUCTION
- COOPERATIVE WORK EXPERIENCE
- EXEMPLARY
- PILOT OR DEMONSTRATIVE
- SPECIAL PROGRAM FOR: DISADVANTAGED STUDENTS
- HANDICAPPED STUDENTS
- PRE-VOCATIONAL INSTRUCTION: GROUP GUIDANCE
- OCCUPATIONAL ORIENTATION
- PRE-POST SECONDARY INSTRUCTION: RELATED SUBJECT
- OCCUPATIONAL PREPARATION

MARYLAND STATE DEPARTMENT of EDUCATION: HIGH SCHOOL GRADUATE FOLLOW-UP QUESTIONNAIRE

Use a # 2 pencil. Erase completely any mark you wish to change. There are 50 questions on the five pages of this questionnaire. You will be given directions on how to mark your answers. The first page will be completed while you are still in school. The other pages will be mailed to your home next year. We think your answers are important -- Thank you for your cooperation.

1. Print your name and address.

LAST NAME FIRST M.I.

NUMBER STREET

CITY STATE ZIP CODE

TELEPHONE NUMBER

2. Print the name and location of your high school.

NAME

CITY

3. Mark the number of years you have attended the school from which you are graduating.

- LESS THAN 1 YEAR
- 1 - 3 YEARS
- MORE THAN 3 YEARS

4. Mark the grade you were in when you made your post high school plans.

- BEFORE 9th GRADE
- 9th GRADE
- 10th GRADE
- 11th GRADE
- 12th GRADE
- PLANS NOT YET MADE

5. What is your career goal? (PLEASE PRINT)

6. What are your plans for after graduation?

- FULL - TIME EMPLOYMENT
- FULL - TIME EDUCATION
- PART - TIME EMPLOYMENT
- PART - TIME EDUCATION
- MILITARY SERVICE
- OTHER (MARK, THEN PRINT IN)

7. Have you applied for a job? YES NO

8. Have you applied for admission to a school? YES NO

9. Have you been employed? YES NO

10. Have you been accepted at a school? YES NO

11. Indicate your interest in receiving Post-High School Guidance Services. (MARK ONE)

- JOB PLACEMENT
- EDUCATIONAL GUIDANCE
- PERSONAL GUIDANCE
- VOCATIONAL GUIDANCE
- NOT INTERESTED

12. In which of the following groups do you consider yourself?

- BLACK
- WHITE
- OTHER

13. Sex

- MALE
- FEMALE

14.

ENTER AND MARK AS DIRECTED BY YOUR TEACHER

CURRICULUM NUMBER

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

15. Are you enrolled in a vocational program? YES NO

If yes, ENTER AND MARK ITS NUMBER AS DIRECTED BY YOUR TEACHER

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

PLEASE ENCODE AS EXAMPLE

1	2	1
0	0	0
■	1	■
2	■	2
3	3	3

5	9	9	3	7
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8

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MARYLAND STATE DEPARTMENT OF EDUCATION: HIGH SCHOOL GRADUATE FOLLOW-UP QUESTIONNAIRE

DIRECTIONS: You completed page one of this questionnaire last spring, just before graduation. As you now complete the questionnaire, please read and follow carefully all directions.

- Each graduate is asked to complete pages 2 and 3.
- If you have a job, either part time or full time, please complete page 4.
- If you are going to school, either part time or full time, please complete page 5.

Use a # 2 pencil. Erase completely any mark you wish to change. We think your answers are very important. Please complete and return the questionnaire as soon as possible.

YOUR NAME

YOUR ADDRESS (IF CHANGED FROM LAST YEAR)

22. YOUR SOCIAL SECURITY NUMBER

⊏0⊐	⊏0⊐	⊏0⊐	⊏0⊐	⊏0⊐	⊏0⊐	⊏0⊐	⊏0⊐	⊏0⊐
⊏1⊐	⊏1⊐	⊏1⊐	⊏1⊐	⊏1⊐	⊏1⊐	⊏1⊐	⊏1⊐	⊏1⊐
⊏2⊐	⊏2⊐	⊏2⊐	⊏2⊐	⊏2⊐	⊏2⊐	⊏2⊐	⊏2⊐	⊏2⊐
⊏3⊐	⊏3⊐	⊏3⊐	⊏3⊐	⊏3⊐	⊏3⊐	⊏3⊐	⊏3⊐	⊏3⊐
⊏4⊐	⊏4⊐	⊏4⊐	⊏4⊐	⊏4⊐	⊏4⊐	⊏4⊐	⊏4⊐	⊏4⊐
⊏5⊐	⊏5⊐	⊏5⊐	⊏5⊐	⊏5⊐	⊏5⊐	⊏5⊐	⊏5⊐	⊏5⊐
⊏6⊐	⊏6⊐	⊏6⊐	⊏6⊐	⊏6⊐	⊏6⊐	⊏6⊐	⊏6⊐	⊏6⊐
⊏7⊐	⊏7⊐	⊏7⊐	⊏7⊐	⊏7⊐	⊏7⊐	⊏7⊐	⊏7⊐	⊏7⊐
⊏8⊐	⊏8⊐	⊏8⊐	⊏8⊐	⊏8⊐	⊏8⊐	⊏8⊐	⊏8⊐	⊏8⊐
⊏9⊐	⊏9⊐	⊏9⊐	⊏9⊐	⊏9⊐	⊏9⊐	⊏9⊐	⊏9⊐	⊏9⊐

16. Employment Status (MARK ONE)

- NOT EMPLOYED, BUT SEEKING WORK
- NOT EMPLOYED, AND NOT SEEKING WORK
- EMPLOYED 1-15 HOURS/WEEK
- EMPLOYED 16-34 HOURS/WEEK
- EMPLOYED MORE THAN 34 HOURS/WEEK

17. Educational Status (MARK ONE)

- NOT ATTENDING SCHOOL, BUT SEEKING ADMISSION
- NOT ATTENDING SCHOOL, AND NOT SEEKING ADMISSION
- ATTENDING PART TIME
- ATTENDING FULL TIME

18. If both employed and attending school, are your course work and employment related?

- DOES NOT APPLY
- YES
- NO

19. If you are not now employed, mark THE major reason.

- DOES NOT APPLY (EMPLOYED)
- LAY-OFF
- EMPLOYMENT NOT AVAILABLE
- MARRIED, OR PLANNING MARRIAGE
- UNDER AGE FOR JOB DESIRED
- LACK OF JOB SKILLS
- ATTENDING SCHOOL
- MILITARY SERVICE PENDING
- UNABLE TO WORK
- OTHER

20. If you are not now attending school, mark THE major reason.

- DOES NOT APPLY (ATTENDING SCHOOL)
- NOT REQUIRED IN MY CHOSEN WORK CAREER
- MARRIAGE, OR PLANNING MARRIAGE
- MILITARY OBLIGATIONS
- TRANSPORTATION PROBLEMS
- CANNOT ATTEND THE SCHOOL OF MY CHOICE
- INSUFFICIENT FUNDS
- NOT INTERESTED
- OTHER

21. In each column below, mark the degree of aid you feel you received from your High School Guidance Services.

	AREAS OF SERVICE							
	CAREER PLANNING	SEEKING EMPLOYMENT	PLANNING FOR FUTURE EDUCATION	SEEKING FINANCIAL HELP	MILITARY SERVICE INFORMATION	PERSONAL COUNSELING	RECOGNIZING ONE'S ABILITIES	INTERPRETATION OF TESTS
A GREAT DEAL OF AID								
SOME AID								
DID NOT SEEK AID								
NO AID, BUT DID SEEK AID								

23. Mark the approximate frequency with which you had contacts with Guidance Counselors during the last 3 years in high school.

- VERY FREQUENTLY
- FREQUENTLY
- SELDOM
- NEVER

24. Marital Status

- MARRIED
- SINGLE
- SEPARATED
- DIVORCED
- WIDOWED

PLEASE ENCODE

5	9	9	3	7
⊏0⊐	⊏0⊐	⊏0⊐	⊏0⊐	⊏0⊐
⊏1⊐	⊏1⊐	⊏1⊐	⊏1⊐	⊏1⊐
⊏2⊐	⊏2⊐	⊏2⊐	⊏2⊐	⊏2⊐
⊏3⊐	⊏3⊐	⊏3⊐	⊏3⊐	⊏3⊐
⊏4⊐	⊏4⊐	⊏4⊐	⊏4⊐	⊏4⊐
⊏5⊐	⊏5⊐	⊏5⊐	⊏5⊐	⊏5⊐
⊏6⊐	⊏6⊐	⊏6⊐	⊏6⊐	⊏6⊐
⊏7⊐	⊏7⊐	⊏7⊐	⊏7⊐	⊏7⊐
⊏8⊐	⊏8⊐	⊏8⊐	⊏8⊐	⊏8⊐
⊏9⊐	⊏9⊐	⊏9⊐	⊏9⊐	⊏9⊐

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25. For each skill or ability mark first your opinion of the preparation received in grades 10 - 12.

NEXT, MARK YOUR OPINION OF HOW MUCH EACH IS NEEDED IN YOUR PRESENT STATUS.

	FOLLOW DIRECTIONS	WORK WELL WITH OTHERS	THINK AND MAKE DECISIONS	READ WITH UNDERSTANDING	SPEAK BEFORE GROUPS	SOLVE NUMBER PROBLEMS	WRITE REPORTS, LETTERS	LEAD OTHERS	FOLLOW LEISURE INTERESTS	JOIN IN CIVIC AFFAIRS	USE VOCATIONAL SKILLS	MEET FAMILY RESPONSIBILITIES
DOES NOT APPLY												
EXCELLENT												
SATISFACTORY												
UNSATISFACTORY												
MUCH NEEDED												
LITTLE NEEDED												

28. For each course, mark first your opinion of the preparation you received in grades 10 - 12.

NEXT, MARK YOUR OPINION OF HOW SUCH PREPARATION MAY BE IMPROVED.

	ENGLISH	FOREIGN LANGUAGE	SOCIAL STUDIES	SCIENCE	MATHEMATICS	HOME ECONOMICS (NON - VOCATIONAL)	INDUSTRIAL ARTS (NON - VOCATIONAL)	GEN. BUSINESS (NON - VOCATIONAL)	MUSIC	ART	PHYSICAL EDUCATION	VOCATIONAL PREPARATION
COURSE NOT TAKEN												
EXCELLENT												
SATISFACTORY												
UNSATISFACTORY												
PROVIDE MORE COURSES												
INCLUDE MORE CONTENT												
REDUCE EMPHASIS ON GRADES												
PROVIDE MORE INDIVIDUALIZED INSTRUCTION												
STRESS STUDY SKILLS												
NO IMPROVEMENT NECESSARY												

26. What is your career goal? (PLEASE PRINT)

_____

_____

27. Indicate your interest in receiving Post - High School Guidance Services. (MARK ONE)

- JOB PLACEMENT
- EDUCATIONAL GUIDANCE
- PERSONAL GUIDANCE
- VOCATIONAL GUIDANCE
- NOT INTERESTED

29. What education is required for your career goal? (MARK ONE)

- NO FORMAL EDUCATION IS REQUIRED
- APPRENTICESHIP
- BUSINESS OR TECHNICAL EDUCATION
- COLLEGE TRAINING
- COMPANY ON - THE - JOB TRAINING
- COOPERATIVE WORK/STUDY
- CORRESPONDENCE COURSES
- MILITARY TRAINING
- INFORMAL NIGHT SCHOOL COURSES
- OTHER

PLEASE ENCODE

59937

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

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COMPLETE THIS PAGE ONLY IF YOU ARE EMPLOYED, EITHER FULL TIME OR PART TIME.

30. Print your specific job title.

31. Print the name and address of your employer.

NAME

NUMBER STREET

CITY STATE ZIP CODE

32. Using the code list provided, select the number corresponding to the nature of your employment. Copy the number in the boxes below and mark the appropriate spaces.

○0	○0	○0	○0	○0	○0
○1	○1	○1	○1	○1	○1
○2	○2	○2	○2	○2	○2
○3	○3	○3	○3	○3	○3
○4	○4	○4	○4	○4	○4
○5	○5	○5	○5	○5	○5
○6	○6	○6	○6	○6	○6
○7	○7	○7	○7	○7	○7
○8	○8	○8	○8	○8	○8
○9	○9	○9	○9	○9	○9

33. Is your job related to your high school vocational education program?

DOES NOT APPLY ▭
YES ▭
NO ▭

34. How many full-time jobs have you held since graduation?

ONE JOB ▭
TWO JOBS ▭
MORE THAN TWO JOBS ▭

35. If you have changed jobs, mark the major reason(s).

DOES NOT APPLY (DID NOT CHANGE) ▭
DISAGREEMENT WITH EMPLOYER ▭
DISAGREEMENT WITH OTHER EMPLOYEES ▭
DISSATISFACTION WITH THE WORK ▭

OPPORTUNITY FOR ADVANCEMENT ▭
TOO MUCH EXPECTED OF ME ▭

WORKING CONDITIONS ▭
TEMPORARY EMPLOYMENT ▭

HEALTH ▭
TRAVELING DISTANCE ▭

MARRIAGE ▭
PREGNANCY ▭

MILITARY SERVICE ▭
SALARY ▭

LAY-OFF ▭
OTHER ▭

36. How did you learn of your present job or employment opportunity?

ADVERTISEMENT ▭
CIVIL SERVICE ANNOUNCEMENT ▭
COMPANY EMPLOYMENT OFFICE ▭
FRIENDS OR RELATIVES ▭

PRIVATE EMPLOYMENT AGENCY ▭
RECRUITER/DRAFT ▭

SCHOOL CAREER PROGRAM ▭
SCHOOL COUNSELOR(S) ▭

STATE EMPLOYMENT AGENCY ▭
BUSINESS TEACHER(S) ▭

VOCATIONAL TEACHERS ▭
WORK/STUDY COORDINATOR ▭

PLACEMENT COORDINATOR ▭
OTHER ▭

37. What is your approximate weekly income?

LESS THAN $50 ▭
$50 - $75 ▭
$76 - $100 ▭
OVER $100 ▭

38. Is your present job a required step for advancement in this company?

YES ▭
NO ▭
DO NOT KNOW ▭

OFFICE USE ONLY

○0	○0	○0	○0	
○1	○1	○1	○1	
○2	○2	○2	○2	
○3	○3	○3	○3	
○4	○4	○4	○4	
○5	○5	○5	○5	
○6	○6	○6	○6	
○7	○7	○7	○7	
○8	○8	○8	○8	
○9	○9	○9	○9	

PLEASE ENCODE →

	5	9	3	7
○0	○0	○0	○0	○0
○1	○1	○1	○1	○1
○2	○2	○2	○2	○2
○3	○3	○3	○3	○3
○4	○4	○4	○4	○4
○5	○5	○5	○5	○5
○6	○6	○6	○6	○6
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○9	○9	○9	○9	○9

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COMPLETE THIS PAGE ONLY IF YOU ARE ATTENDING SCHOOL, EITHER FULL TIME OR PART TIME.

39. Print the full name and address of your present school.

NAME

CITY STATE ZIP CODE

40. Who helped you most in choosing the school you are attending? (MARK ONE)

- COLLEGE REPRESENTATIVE(S)
- COUNSELORS
- TEACHERS
- PARENTS
- RELATIVES
- FRIENDS
- OTHER (MARK, THEN WRITE IN)

41. Mark the factor(s) which most influenced your choice of the school you are now attending.

- ADMISSION REQUIREMENTS
- COED OR NON-COED
- COMMUNITY OR STATE SUPPORTED
- EXTRA CURRICULAR ACTIVITIES
- FINANCES
- LOCATION
- PRIVATELY CONTROLLED
- RELIGIOUS AFFILIATION
- SIZE OF SCHOOL
- SCHOOL'S REPUTATION
- SUBJECT OFFERINGS

42. To how many schools did you apply?

- ONE SCHOOL
- TWO SCHOOLS
- THREE SCHOOLS
- MORE THAN THREE SCHOOLS

43. At how many schools were you accepted?

- ONE SCHOOL
- TWO SCHOOLS
- THREE SCHOOLS
- MORE THAN THREE SCHOOLS

44. Were you accepted by the school of your first choice?

- YES
- NO

45. Type of school you are attending.

- MILITARY SERVICE SCHOOL
- US SERVICE ACADEMY
- FOUR YEAR COLLEGE
- COMMUNITY OR JUNIOR COLLEGE
- BUSINESS SCHOOL
- SCHOOL OF NURSING
- TECHNICAL OR TRADE SCHOOL
- ART, DANCE, OR MUSIC SCHOOL
- ADULT EDUCATION PROGRAM
- OTHER (MARK, THEN WRITE IN)

46. When attending school, where do you live?

- DORMITORY
- FRATERNITY OR SORORITY
- OFF-CAMPUS HOUSING
- AT HOME

47. Mark the manner(s) in which you received advanced standing.

- AMERICAN COLLEGE TESTS (ACT)
- CEEB SCHOLASTIC APTITUDE TESTS (SAT)
- CEEB ACHIEVEMENT TESTS
- CEEB ADVANCED PLACEMENT TESTS
- COLLEGES OWN PLACEMENT TESTS
- HIGH SCHOOL RECORD
- SUMMER SCHOOL

48. Mark the subject area(s) in which you received advanced standing in college.

- ENGLISH
- FOREIGN LANGUAGE
- MATHEMATICS
- SCIENCE
- SOCIAL STUDIES

49. Mark the area(s) in which you received college credit for advanced standing.

- ENGLISH
- FOREIGN LANGUAGE
- MATHEMATICS
- SCIENCE
- SOCIAL STUDIES

50. Mark the way(s) in which you have been able to obtain the finances necessary to attend school.

- COOPERATIVE WORK STUDY PROGRAMS
- EMPLOYMENT
- LOANS
- PARENTS AND OR RELATIVES
- SCHOLARSHIPS
- TUITION WAIVERS
- VOCATIONAL REHABILITATION
- OTHER

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Maryland State Department of Education
DIVISION OF PLANNING, RESEARCH AND EVALUATION
Vocational Education Research Coordinating Section

Survey of Planned Construction of Vocational Education Facilities

FY 1971 - FY 1975

This is NOT an application for approval or for financial assistance!
Use a separate form for each construction project anticipated.

Name of school or project _____ Name of local agency _____

Location _____ Name of person completing this form _____

Describe nature of project (check one)

( ) New School
( ) Addition to existing school
( ) Alteration of existing school
( ) Remodeling of existing school
( ) Replacement of school (specify)
( ) Other (specify)

Estimated number of students to be served per year and the number of instructional areas planned.

Students*		Instructional areas*	No.
Secondary students	_____	Classrooms	_____
Post-secondary students	_____	Laboratories	_____
Adult students	_____	Guidance rooms	_____
Disadvantaged students	_____	Administrative rooms	_____
Handicapped students	_____	Library	_____
		Other instructional areas (specify)	_____

Schedule of project (indicate target dates)	Month/Year
Vocational education program offerings determined*	/
Design Development Documents Completed	/
Construction documents completed	/
Contract awarded and construction begun	/
Construction completed	/
Building occupied	/

Estimated Cost of Construction

Site acquisition ..... $_____
New buildings ..... _____
Addition ..... _____
Alteration ..... _____
Remodeling ..... _____
Architect-engineer fee ..... _____
Equipment ..... _____
Other (attach explanation) ..... _____

$_____ TOTAL COST

---

* Complete detailed questions on back

Check all areas for which it is now anticipated that space will be provided by this construction and supply the associated information required.

✓	AREA	Estimated Number of Students					Number of Laboratories	Number of Classrooms	Number of Other Areas	Number of Personnel Required
		Sec.	P.Sec.	Adult	Dis.	Hand.				
	Agriculture (Production)									
	Agriculture (Off Farm)									
	Distribution and Marketing									
	Health									
	Consumer and Homemaking									
	Occupational Home Economics									
	Office Occupations									
	Technical									
	Trades and Industry									
	Public Service Occupations									
	Remedial Instruction									
	Guidance and Counseling									
	Administration									
	Library									
	Other (specify)									
	TOTALS									